DOCUMENT RESUME

ED 069 061 EC 050 136

TITLE	University Affiliated Facilities; An Overview.
INSTITUTION	Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	72
NOTE	35p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Exceptional Child Services; Federal Aid; *Health Facilities; Health Personnel; *Health Services; Interdisciplinary Approach; Manpower Needs; *Mentally Handicapped; *Physically Handicapped; Special Health Problems; Universities

ABSTRACT

Described is a federally funded program of university affiliated facilities intended to develop skilled manpower in the field of mental retardation and other developmental disabilities and to demonstrate interdisciplinary, innovative, and improved services for persons who are developmentally disabled. Locations of the facilities are identified as is their responsibility in service areas such as diagnosis, evaluation, treatment, personal care, day care, special living arrangement, training, protective services, recreation, counseling, and transportation. Examined are the variety of disciplines represented in the training programs as well as the results of a followup survey of trainees. A review and assessment of the program are summarized. (GW)

University Affiliated Facilities

U.S.
DEPARTMENT
OF HEALTH,
EDUCATION
AND WELFARE

ED 069061

University Affiliated Facilities

AN OVERVIEW

1972
DIVISION OF
DEVELOPMENTAL
DISABILITIES

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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EC 050 136

INTRODUCTION

In 1962, The President's Panel on Mental Retardation set forth a list of recommendations for action to combat mental retardation. Among other recommendations it described the importance of training a variety of professional personnel together in settings which exemplify advanced practices and which ensure the continuum of services required by mentally retarded persons and their families. It also urged the cultivation of cooperation and coordination between universities and States to identify and meet the manpower needs of the field.

Title I, Part B of P.L. 88-164, as amended by P.L. 90-170 and P.L. 91-517, authorized grants to public or other nonprofit institutions of higher learning for interdisciplinary training of specialized and generic personnel needed to provide quality services to the developmentally disabled. Such grants are intended to support planning for construction and operation of facilities which demonstrate provision of a full range of specialized services for persons with developmental disabilities, and the interdisciplinary training of personnel needed for diagnosis and treatment, education, training, habilitation or care of persons with developmental disabilities, including research incidental or related to any of the foregoing activities.

The University-Affiliated program, originally a construction program, provided construction support to 20 Centers including six additional facilities at different campus locations. Additionally, other Centers* applied for grants for which funds were not appropriated. From the beginning, University-Affiliated Center training operations were funded from numerous sources with no fixed pattern.

The Maternal and Child Health Service, HSMHA, under Section 511 of the Social Security Act has supported training for professional personnel for health and service operations related to care of children at most University-Affiliated Centers funded for construction as well as at other Centers which were not funded for construction due to unavailability of Federal funds. Centers have also received funds from other Federal sources. For example, the Office of Education, Rehabilitation Services Administration under its programs in vocational rehabilitation, Department of Labor and others also support activities in some of the Centers. A variety of State, local, university and other private and public funds have resulted in the development of Centers which differ considerably among themselves in regard to funding sources and service and training programs.

P.L. 91-517, the Developmental Disabilities Services and Facilities Construction Act, which authorized grants for administering and operating the University-Affiliated programs expanded the focus to involve new programs for other developmental disabilities as well as mental retardation. The intent of the Act indicates that training and service programs originally planned for the mentally retarded may be used to meet the needs of the cerebral palsied, the epileptic and others with developmental disabilities rather than have three or more competing separate programs. At University-Affiliated Centers which are to expand their training operations and service programs into the field of

the developmental disabilities, these grants provide a means whereby staff and services may be added through the medium of support of administration and operation expense.

Thus, University-Affiliated Centers with commitments to activities in the field of mental retardation may continue to maintain that focus in those activities; but grants made under P.L. 91-517 entail the added responsibility of contributing to local, State, Regional and national efforts to meet the needs of the developmentally disabled of all ages.

Purposes and Objectives

The mission of the University-Affiliated Centers is to lead the field of service to the developmentally disabled of all ages by (1) training administrative, professional, technical, direct care and other personnel needed to provide the whole range of services to the developmentally disabled; (2) demonstrating exemplary services; (3) carrying out research incidental to those activities; and (4) assisting communities, States and Regions to reach their objectives.

In order to carry out this mission, it is vital that the Centers exemplify the principles and practices which will lead to increasingly effective programs of prevention, treatment and habilitation including active participation in planning activities. The usual resources of the college or university provide the basic elements required by this multi-faceted program, but the Center should not limit its activities and concerns to the academic setting only. It must involve itself in all appropriate ways with the special needs and resources of the community and region within which it operates.

This booklet provides information about the University-Affiliated Facilities program as it exists in the fall of 1972. The program is a fluid one since few Centers have been operational for more than two or three years, and many are just beginning. The full potential of any one Center still remains to be demonstrated, either in terms of training or service, depending on more nearly adequate resources and more extensive experience. This publication should be useful to persons concerned with manpower development, whether they are primarily concerned with the training of personnel, the delivery of services, or both of these areas of concentration.

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* The word "Center" as used in these guidelines refers to any or all of the following:

(1) a facility built with University-Affiliated Facilities construction funds;

(2) any organized, identifiable multidisciplinary training program which meets the criteria for the University-Affiliated interdisciplinary training program regardless of the source(s) of funds; and

(3) all activities and facilities affiliated or associated with such programs.

DEFINITION

A University-Affiliated Facility is a university-based or university-affiliated interdisciplinary program for the development of skilled manpower in the field of mental retardation and other developmental disabilities, which leads in the demonstration of innovative and improved means for provision of examplary services for persons who are developmentally disabled, and which meets the following criteria:

(1)It is housed in an identifiable building or suitable portion thereof, designated solely for this program.

(2)It encompasses the following program elements:

The responsibility for overall administration of the program resides within a university. In the case of a charter member of the Association of University-Affiliated Facilities, however, responsibility may reside within a public or private agency which has established formal affiliation with educational institutions for the use of the facility for interdisciplinary training.

The university demonstrates a significant, long-term commitment to interdisciplinary training in mental retardation and other developmental disabilities.

There is a defined, organizational entity within the administrative structure of the university that has, as its primary function, the responsibility for interdisciplinary training in mental retardation and other developmental disabilities.

Individuals with responsibility for this program have regular faculty appointments in the responsible university.

The training programs are interdisciplinary and encompass a broad and comprehensive range of disciplines involving several departments, schools or colleges in the host university. The comprehensive nature can be strengthened through agreements with other universities and community colleges in the area.

The program is designed to be relevant to the manpower needs of the geographic area or the region served by that university with which the UAF has its formal affiliation.

The program is integrally related to exemplary service functions in such a way that such service provides practicum of academic excellence for the students. These service requirements are also reflected in the curriculum goals.

The organizational unit responsible for the interdisciplinary programs demonstrates a capacity to utilize the resources of the university and the region to develop new approaches in the utilization of multiple disciplines in mental retardation and other developmental disabilities or identifying and developing roles for new disciplines.

LEGEND:

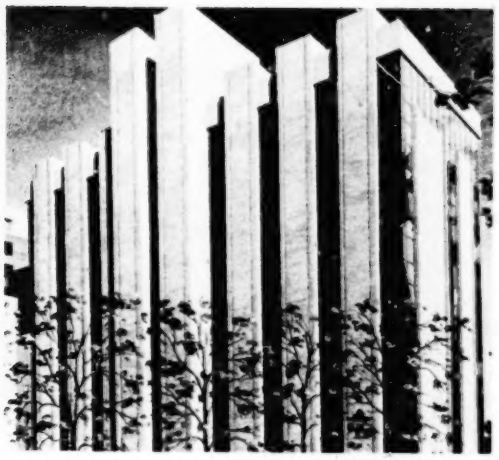
UAF's Construction and Administrative Support

UAF's Administrative support only (RSA)

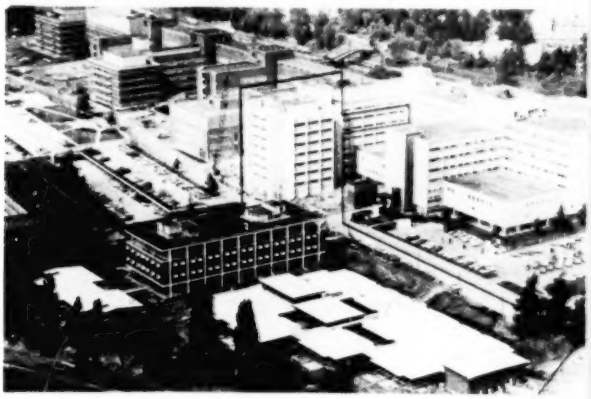
△ Research and Training Centers (SRS)

△ Mental Retardation Research and Training Centers (SRS)

● Mental Retardation Research Centers (NICHD)



Rose F. Kennedy Center for Research in Mental Retardation and Human Development—Albert Einstein College of Medicine-Yeshiva University, Bronx, New York



Child Development and Mental Retardation Center—University of Washington—Seattle, Washington

The John F. Kennedy Institute (Children's Rehabilitation Institute) Baltimore, Maryland

UNIVERSITY-AFFILIATED FACILITIES

Region I

Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

Walter E. Fernald State School
200 Trapelo Road
Waltham, Massachusetts 02154

Region II

Newark State College
Institute of Child Study
Union, New Jersey 07083

Albert Einstein College of Medicine
Rose F. Kennedy Center
Bronx, New York 10461

New York Medical College
Flower & Fifth Avenues Hospital
New York, New York 10595

Region III

Georgetown University
UAF Center
Washington, D.C. 20007

Johns Hopkins
John F. Kennedy Institute
Baltimore, Maryland 21205

Temple University
Department of Special Education
College of Education
Philadelphia, Pennsylvania 19122

Region IV

University of Alabama (Birmingham)
Center for Developmental and Learning Disorders
University of Alabama Medical Center
Birmingham, Alabama 35208

University of Alabama (Tuscaloosa)
Center for Developmental and Learning Disorders
Box 6302
Tuscaloosa, Alabama 35486

University of Miami
P.O. Box 6 - Biscayne Annex
Miami, Florida 33152

Georgia Retardation Center (Atlanta)
4770 North Peachtree Road
Atlanta, Georgia 30341

Georgia Retardation Center (Athens)
Athens, Georgia 30601

University of North Carolina
North Carolina Memorial Hospital
Chapel Hill, North Carolina 27514

University of Tennessee
Child Development Center
Memphis, Tennessee 38105

Region V

Indiana University (Bloomington)
Mental Retardation Developmental Training Center
Bloomington, Indiana 47401

Indiana University (Indianapolis)
Indiana University Medical Center
Indianapolis, Indiana 46207

The University of Michigan
Institute for the Study of Mental Retardation and Related Disabilities
611 Church Street
Ann Arbor, Michigan 48104

University of Cincinnati
3333 Vine Street
Cincinnati, Ohio 45220

Ohio State University
The Nisonger Center
1580 Cannon Drive
Columbus, Ohio 43210

University of Wisconsin
Waisman Center on Mental Retardation
and Human Development
Madison, Wisconsin 53706

Region VI

Louisiana State University
Department of Psychiatry
LSU Medical Center
1542 Tulane Avenue
New Orleans, Louisiana

Region VII

University of Iowa
University Hospital School
Iowa City, Iowa 52240

University of Nebraska
Lincoln, Nebraska 68508

University of Kansas (Lawrence)
Bureau of Child Research
Lawrence, Kansas 66044

University of Kansas (Kansas City)
University of Kansas Medical Center
Kansas City, Kansas 66103

University of Kansas (Parsons)
Parsons State Hospital and Training Center
Parsons, Kansas 67357

St. Louis University
Child Development Center
St. Louis, Missouri 63104

University of Missouri
Columbia, Missouri

Region VIII

University of Colorado
John F. Kennedy Child Development Center
Denver, Colorado 80220

University of South Dakota
Developmental Disabilities Evaluation Center
Vermillion, South Dakota 57069

Utah State University
Exceptional Child Center
Logan, Utah 84321

Region IX

University of California (Los Angeles)
260 Westwood Plaza
Los Angeles, California 90024

Children's Hospital of Los Angeles
P.O. Box 54700
Los Angeles, California 90054

University of California (Irvine)
Irvine, California 92664

Region X

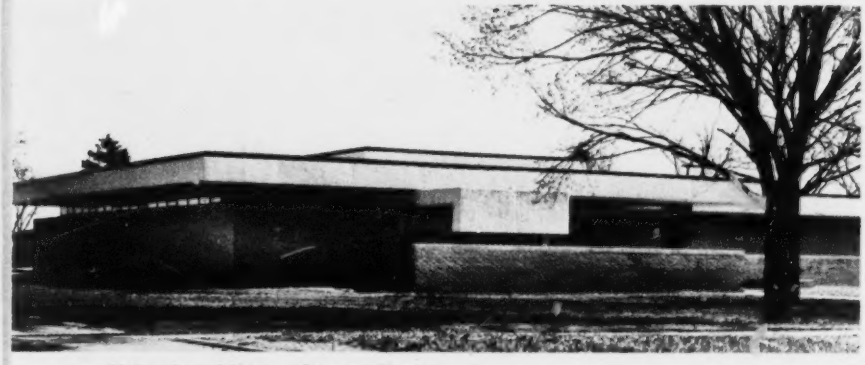
University of Oregon (Eugene)
University of Oregon MR Center
Eugene, Oregon 97403

University of Oregon (Portland)
Portland, Oregon 97201

University of Washington (Seattle)
Child Developmental and MR Center
Seattle, Washington 92105

University of Kansas Medical Center—Kansas City, Kansas

University of Kansas—Lawrence, Kansas



University of Kansas—Parsons, Kansas

RESEARCH AND TRAINING CENTERS

△ New York University
Medical Rehabilitation R&T Center
400 East 34th Street
New York, New York 10016

△ University of Minnesota
Medical Rehabilitation R&T Center
860 Mayo Building
Minneapolis, Minnesota 55455

△ University of Washington
Medical Rehabilitation R&T Center
15th Avenue, N.E.
Seattle, Washington 98105

△ Baylor University
Medical Rehabilitation R&T Center
1333 Moursund Avenue
Houston, Texas 77025

△ Emory University
Medical Rehabilitation R&T Center
80 Butler Street, S.E.
Atlanta, Georgia 30303

△ Tufts University
Medical Rehabilitation R&T Center
171 Harrison Avenue
Boston, Massachusetts 02111

△ Temple University
Medical Rehabilitation R&T Center
3400 N. Broad Street
Philadelphia, Pennsylvania 19122

△ George Washington University
Medical Rehabilitation R&T Center
Medical Center
2150 Pennsylvania Avenue
Washington, D.C. 20037

△ University of Colorado
School of Medicine
4200 E. Ninth Avenue
Denver, Colorado 80220

University of Wisconsin
School of Education
415 W. Gilman Street
Madison, Wisconsin 53706

University of Arkansas
Arkansas Rehabilitation R&T Center
Fayetteville, Arkansas 72701

University of West Virginia
West Virginia Rehabilitation R&T Center
Institute, West Virginia 25112

University of Oregon
College of Education
451 Clinical Services Building
Eugene, Oregon 97403

New York University
N.Y.U. Deafness Rehabilitation R&T Center
80 Washington Square
New York, New York 10003

University of Southern California
Room 102 - North Hall
1739 Griffin Avenue
Los Angeles, California 90031

University of Alabama
Medical Rehabilitation R&T Center
1717 Sixth Avenue, South
Birmingham, Alabama 35233

Northwestern University
Rehabilitation Institute of Chicago
401 E. Ohio Street
Chicago, Illinois 60611

Texas Tech University
Rehabilitation Counselor Training
P.O. Box 4100
Lubbock, Texas 79409

University of Wisconsin-Stout
Menomonie, Wisconsin 54751

● MENTAL RETARDATION RESEARCH CENTERS (NICHD)

Region I

Children's Hospital Medical Center
Boston, Massachusetts

Region II

Walter E. Fernald State School
Waltham, Massachusetts

Yeshiva University
Bronx, New York

Region IV

George Peabody College
Nashville, Tennessee

University of North Carolina
Chapel Hill, North Carolina

Region V

Children's Hospital
Cincinnati, Ohio

University of Chicago
Chicago, Illinois

University of Wisconsin
Madison, Wisconsin

Region VII

University of Kansas
Lawrence, Kansas

Region VIII

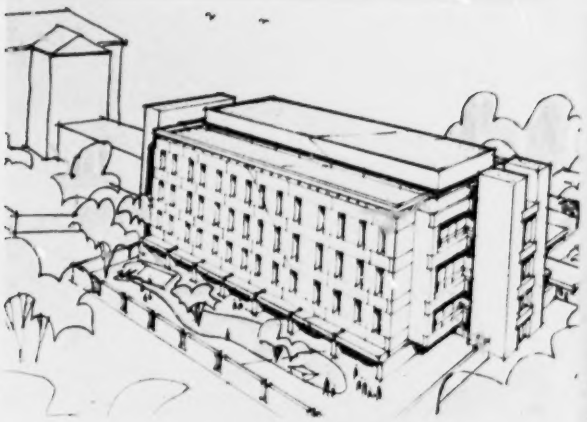
University of Colorado
Denver, Colorado

Region IX

University of California
Los Angeles, California

Region X

University of Washington
Seattle, Washington



University of North Carolina—Chapel Hill, North Carolina

University of Alabama—Birmingham, Alabama

University of Miami—Miami, Florida

UAF's WHICH OFFER SPECIAL TRAINING PROGRAMS

The following UAF's offer special short-term workshops, training programs, seminars, etc., in addition to as nearly as practicable, a full range of programs and services for the developmentally disabled.

1. **Children's Hospital of Los Angeles**
   Short-term training is encouraged for all disciplines; especially for volunteers, parents and community workers.

2. **Children's Rehabilitation Institute - Baltimore**
   Short-term training for parent groups, community workers, and community agencies.

   Seminars in Law and Ethics.

3. **Fernald State School**
   Short-term training in most disciplines for parents, professionals, and the community.

4. **Georgia Retardation Center - Athens**
   Special seminars emphasizing the area of behavior science in training programs for children and youth who are mildly and moderately retarded.

   Seminars related to: parent groups, communication with the deaf, law, and special education - teachers.

5. **Georgia Retardation Center - Atlanta**
   Training persons interested in MR.

   Training persons to set up programs relative to mental retardation which involve the community.

   Training post-graduate groups or persons who have formal training in their field but need or desire additional training in MR, i.e., lawyers and nurses.

6. **University of Alabama - Birmingham**
   Workshops for social workers, superintendents, and pre-school teachers.

7. **University of Cincinnati**
   Training baby sitters for handicapped infants and children.

Training in language developments for parents of children with speech and hearing problems.

General observation - community.

Orientation to MR and other developmental disabilities for high school groups, volunteers, and community workers.

8. **University of Iowa**
   Short-term training for youth groups, special educators, governmental employees, volunteer agency leaders, and members of the Association for Retarded Children.

9. **University of Michigan**
   Involved in all aspects with different people of all trades, professionals and non-professionals.

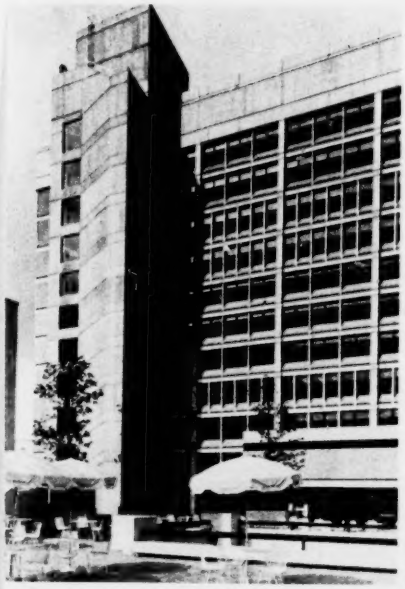
   Workshops for clergymen, parents, judges, nurses aides, and orderlys.

   Training in sex education of the MR or otherwise developmentally disabled.

10. **University of Oregon**
    Training program for parents of children who are developmentally disabled.

11. **University of South Dakota**
    Special short-term training programs for: public health nurses, teachers, welfare workers, community workers and parent groups.

12. **University of Tennessee**
    Workshops for social workers, parent groups, youth groups, and the community.



Children's Hospital Medical Center—Boston, Massachusetts.

New York Medical College —New York

Eunice Kennedy Shriver Center—Massachusetts

RELATIONSHIP OF UNIVERSITY-AFFILIATED FACILITIES AND THE SERVICES TO BE PROVIDED UNDER TITLE I OF THE DEVELOPMENTAL DISABILITIES ACT (Ref.-Section 140 (5)(1))

1. **Diagnosis** - All University-Affiliated Facilities have a medical component. Most are staffed not only by pediatricians but supported by psychologists, psychiatrists, speech and hearing therapists, and other professionals whose training assists in the basic diagnostic process.

2. **Evaluation** - A University-Affiliated Facility has the potential to evaluate not only the developmentally disabled individual and his family but the community services available to him.

3. **Treatment** - Although children and young adults served by a University-Affiliated Facility are chosen to assist in training of professionals, the very nature of the University-Affiliated Facility program assumes medical, behavioral and educational services and treatment required by each individual in a University-Affiliated Facility program.

4. **Personal Care** - Inherent in the interdisciplinary program is the training of such professionals as physical and occupational therapists, nutritionists, social workers, nurses, institutional personnel, and other such individuals to whom the need for improvement of both personal domiciliary care for the developmentally disabled is of paramount importance and who will have the ultimate responsibility for the provision of these services.

5. **Day Care** - University-Affiliated Facilities have a large special education and comprehensive early education component. With increasing University-Affiliated Facilities involvement with junior colleges, teacher aides and paraprofessionals are and will be trained to provide for high quality day care programs for the developmentally disabled of all ages. Again, the nursing, social work and therapy programs have an important input to day care. Some University-Affiliated Facilities are presently approved by their state Department of Welfare.

6. **Domiciliary Care** - See item 4.

7. **Special Living Arrangements** - The success of special living arrangements will depend greatly on the competence of the supervisory staff. A University-Affiliated Facility is geared to provide training for such staff. Involvement of rehabilitation programs, home economics, nutritionists and training for "daily living activities," now carried on in some University-Affiliated Facilities, is also important in the teaching of the

developmentally disabled and the actual supervisory staff. Some University-Affiliated Facilities have programs which train the developmentally disabled in such areas as cooking, shopping, housework, elementary budgeting, etc.

8. **Training** - University-Affiliated Facilities themselves are, of course, basically training programs for professionals, families and the disabled themselves. Other training curricula in such areas as employees of service, agencies, institutions, and communities themselves, have been developed in many University-Affiliated Facilities.

9. **Education** - University-Affiliated Facilities cover both the education of the professional, paraprofessional and of the developmentally disabled and their families. Many University-Affiliated Facilities are also involved in intensive community education programs. All University-Affiliated Facilities have strong special education programs for both preschool and school age children.

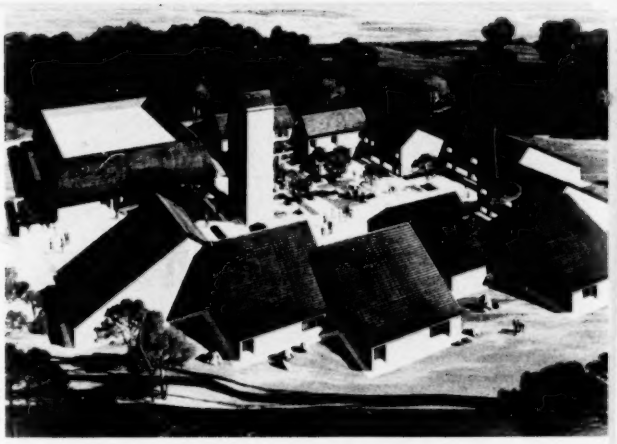
10. **Sheltered Employment** - Several University-Affiliated Facilities qualify as sheltered workshops themselves and are also capable of training supervisors of other sheltered workshops. The vocational rehabilitation component in the University-Affiliated Facility program is increasing at a remarkable and encouraging rate.

11. **Protective and other Socio-legal Services** - Again, inherent in the University-Affiliated Facility structure is the basic training of professionals to provide such services. At least two University- Affiliated Facilities have strong and innovative legal programs. The training given to social workers is also of particular relevance to protective services. The principle of advocacy is strongly emphasized in all University-Affiliated Facility programs.

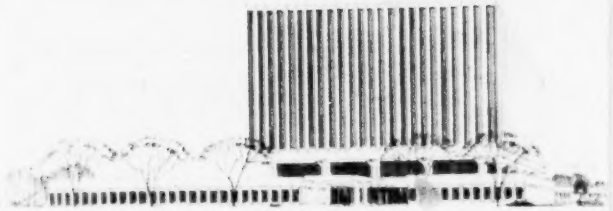
12. **Recreation** - The University-Affiliated Facilities have been attempting to integrate physical education training in their programs with varying degrees of success. Many university education departments are interested in physical education for the handicapped and at least one university is working on the development of a curriculum on this subject.

13. **Counseling** - University-Affiliated Facilities offer genetic counseling, personal counseling, therapy and guidance to parents and counseling of the trainee who will be involved in job placement within the community as well as in the delivery of services.

    Counseling of handicapped individuals is also of paramount importance in such fields as mentioned in the other services listed in this section.



Indiana University Developmental Training Facility–Bloomington, Indiana



University of Wisconsin–Madison, Wisconsin

University of Cincinnati–Cincinnati, Ohio

Ohio State University

The University-Affiliated Facility program is actively developing methods of working with and training vocational rehabilitation counselors. The Vocational Rehabilitation program is providing funding for this in some states.

14. **Information and Referral** - University-Affiliated Facilities are direct providers of information and referral services. But of even greater importance is their role in training of service agency personnel in the understanding and identification of the proper utilization of other existing agencies within the region and community.

15. **Follow-Along** - Some University-Affiliated Facilities have service contracts with the state Public Health Departments which require the longitudinal "follow-along" of the individual and his family. The University-Affiliated Facilities also follow the progress of trainees after they have completed their University-Affiliated Facility curriculum.

16. **Transportation** - The state vocational rehabilitation agencies assist the University-Affiliated Facilities in providing necessary transportation for both the trainees and the developmentally disabled client.

VARIETY OF DISCIPLINES IN TRAINING PROGRAMS

Administration
Audiology
Behavioral psychology
Biochemistry
Child development
Child life services
Communicative disorders
  speech disabilities
  speech pathology
  speech therapy
Communication media
Counseling
  guidance
  pastorial
  rehabilitation
Cottage life
Dentistry
  dental hygiene
  pedontics
Education
  physical
  special
Genetics
Home Economics
  homemaking
Industrial arts
Instructional technology
Law
Library science
Linguistics
Management training
Medical records
Medical social service
Medicine
  community
  physical
Music
Neonatology

Neurology
Nursing
Nutrition
New careers
Occupational therapy
Ophthalmology
Optometry
Orthopedics
Otolaryngology
Pediatrics
Pharmacy
Psychiatry
  child

Psychology
  child
  clinical
  educational
Physical therapy
Psychometrics
Reading
Recreation
Religion
Social services
Social work
Sociology
Vocational rehabilitation

THE VALIDITY OF INTERDISCIPLINARY TRAINING PROGRAMS A SURVEY OF ONE UAF'S TRAINEES

A follow-up study of trainees was done by the Child Development Center in Memphis, Tennessee, in February, 1971. It was repeated in August, 1972. The study was aimed at determining the number of post-trainees who had elected to work in some capacity with handicapped children, and their attitudes toward the clinical experience as viewed in retrospect. Selection of trainees for the study was determined by length of the student's clinical experience and the time of that experience, historically.

The study was limited to trainees who had one full month or more at the Center. This, of course, eliminated the greater number of trainees—those whose goals had been more limited. Such limited goals might be expressed as: 1) Some increase in knowledge base, 2) understanding of the role of various workers in the field, thus becoming more effective referrers, 3) greater security in working cooperatively with other professionals because of increased understanding of the skills and limitations both of other disciplines and of themselves. Some training was so short that it served only to acquaint the student with the Center as a resource for helping the developmentally disabled and for assisting the student in career choice. It must be said that a career decision that rejected working with the handicapped was not considered to be wasted effort. It was considered a significant community service.

Two questionnaires were mailed. In February, 1971, a formal follow-up was begun on students in training between July, 1966 and July, 1970, who met the length of time criterion. One hundred and six questionnaires were mailed. Five were returned unopened. Seventy-six (73%) were returned completed.

Trainees were asked to respond to the following: 1) Name, 2) Discipline, 3) Present position, 4) Present involvement with developmentally disabled children, 5) Significance of the training at the Child Development Center in terms of present work situation, 6) Other remarks.

The second follow-up was done in August of 1972. One hundred-fifty-nine questionnaires were mailed; seven were returned unopened; ninety (57%) were returned completed. Of the ninety returned, 65 were working.

Data were then considered in terms of the total number of trainees replying to the 1971 and 1972 mailing. Data are given in the following table:

RESPONSE TO FOLLOW-UP QUESTIONNAIRE (1971-72)

	PSYCHOLOGY	PEDIATRICS	SPEECH PATHOLOGY	SOCIAL WORK	NUTRITION	NURSING	PSYCHIATRY	EDUCATION	TOTAL
# of Trainees responding	37	12	8	17	22	10	5	6	117
# in School	8	1	0	1	3	2	0	0	15(12.8%)
# not Working	3	0	3	4	3	3	0	0	16(13.6%)
# Invlvd. in Work with DD Chldrn.	27	11	4	10	8	1	4	6	*71(82.5%)
# Invlvd. in Work Not Related to DD Children	3	0	1	1	6	3	1	0	*15(17.5%)
# Trng. Signif. to Prsnt. Position	30	11	5	12	11	2	4	6	*81(94.2%)
Trng. Not Signif.	0	0	0	0	3	1	1	0	* 5(5.8%)
% of Return from Total Contacted	84%	92%	80%	71%	88%	40%	83%	55%	74%

* % figures based on the number employed

It should be noted that some trainees were both in school and working. Also, some trainees did not consider their present work to be directly related to the developmentally disabled child but felt that the interdisciplinary training was highly significant to present job. In most instances current work outside the area was with adults or in a teaching role. Many of these were in positions to influence curricula change.

Certain patterns appeared in the study: 1) All who described themselves as unemployed were pregnant or the mothers of young children. 2) The lower the educational level of the trainee, the less likely he was to return the questionnaire. Example: Nursing had an overall return of 40%. These students came from an undergraduate program and the rotation was not a block of time but brief intervals spread over an extended period. 3) The longer the training period, the more likely that the trainee will assume a leadership position in the area of developmental disorders. Example: All one year trainees responded and all described some position reflective of leadership. Most were either directors of programs or directors of specific parts of bigger programs. The shorter the training time the more likely trainees were to be found in private practice, teaching in colleges and universities, working in clinics, public schools and such.

Short-term trainees require much time and effort of the staff, but the number annually is approaching two thousand and thus were not included in the present study.

The survey does support the long-term training program as being effective in providing leaders for the field.

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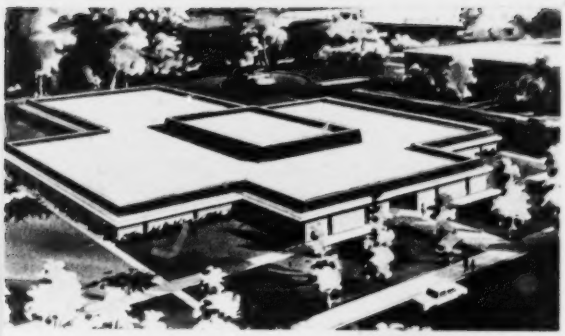

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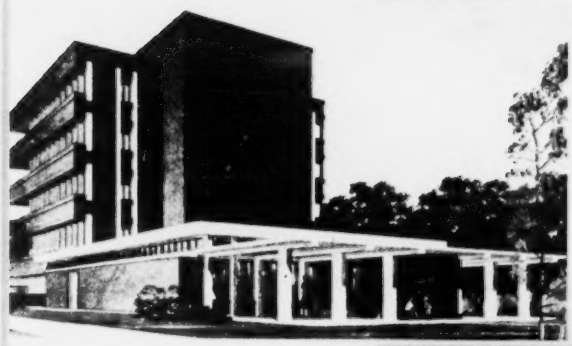
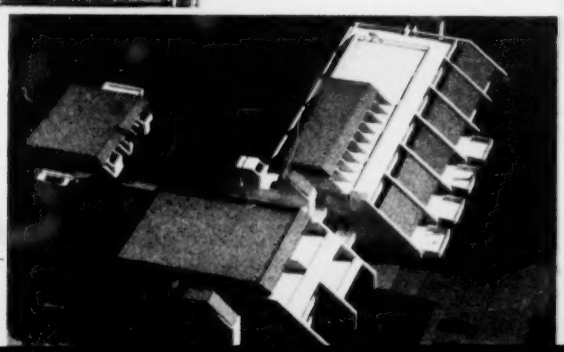


John F. Kennedy Child Development Center—Denver, Colorado



University of Oregon-Eugene, Oregon

SUMMARY OF AUAF GRANT TO OHIO STATE UNIVERSITY

The grant authorized creation of an office to sustain communication among the University-Affiliated Facilities, to help define what a UAF program is and by what criteria it should be judged and to develop a data base that could be used to evaluate the impact of UAF's which would provide guidelines for judging the effectiveness of such programs. All of these objectives have been initiated. Mr. Tadashi Mayeda has evolved a plan that will allow both the University-Affiliated Facilities and governmental agencies to have an available data base demonstrating the role, impact and effectiveness of UAF's in educating manpower to work with mentally retarded and other developmentally disabled persons. This information should permit HEW regional office personnel to gain more effective insight into existing University Affiliated Facilities in their region and to seek the establishment, construction and funding of additional programs where the population warrants such expansion. Common definition of a UAF plus awareness of specialized function will assist in optimum utilization of these programs in the development of a regional and national training plan and to demonstrate interaction at the community, state and regional levels of the extent of involvement with existing agencies, provision of continuing education opportunities and responsiveness to professional manpower needs at the community level.

MAYEDA STUDY OF UAF'S – 1970

The information contained in the following paragraphs summarizes the report, "Review and Assessment of University-Affiliated Facilities in Mental Retardation," prepared for the Department of Health, Education and Welfare under contract No.SRS-70-16 by Tadashi A. Mayeda (February 21, 1970).

The purpose of the study as outlined by Mr. Mayeda was to determine:

(1) relationship of UAF program to state planning,

(2) scope of program,

(3) degree of inter-departmental involvement,

(4) manpower output,

(5) administrative problems,

(6) financial requirements, and

(7) changes needed in legislative authority.

The methods used to obtain this information included grant review, on-site visits to nineteen University-Affiliated Facilities, organization review, staff interview and state plan review.

At the time the study was conducted, the construction status was as follows: There were seven sites where construction had been completed, two sites where construction was complete and one UAF only, and ten sites where construction was in progress. The gross construction value exceeded $77,902,000 of which $41,836,000 was Federally shared.

The minimum lead time to full training operations was estimated to lie between three and five years from notice of construction award. Lead time was not solely dependent on size and complexity of the construction effort, but more on training programs and the service operations on which they were to be based. It was estimated that full training capacity will have been reached in 1974, two years after completion of the last of the UAF's studied. The total resident population for all facilities was estimated to be 6,175 of which 3,401 represented total staff and between 2,415 and 3,085 represented the resident trainee population. The actual number of persons being trained by the UAF's however, was considerably higher than 2,415 to 3,085.

It is interesting to note that many resident trainees with 80 hours or more engaged in training programs with the objective of career selection or degree qualification in mind. A moderate number of the trainees having 80 to 500 hours had either career selection, degree qualification, or credential/license acquisition as their objective. Few of the trainees, regardless of duration of training, selected specific types of training programs because of a desire to specialize in a particular discipline. None of the resident trainees with 500 or more hours pursued training programs with career selection as their objective.

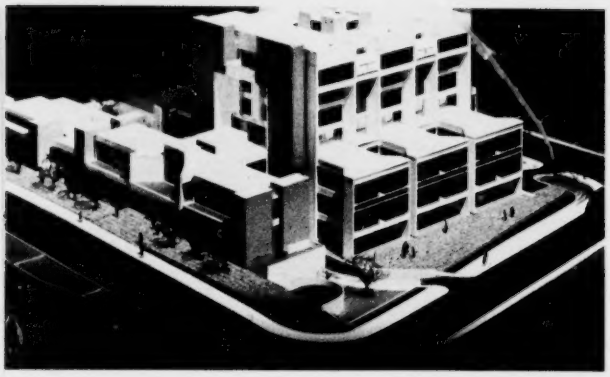
The residents included dentists, pediatricians, psychiatrists, neurologists, psychologists, ophthamologists, nurses, nutritionists, social workers, physical therapists, occupational therapists, speech pathologists, and audiologists. Using training methods which included case handling, group interaction, instruction, self-assessment, and preceptor, the trainees were taught intake screening, diagnosis and evaluation, treatment, management and follow up.

Emerging requirements at the state and local levels were cited in the areas of training, service, special services, and maintenance. Management and administration, new programs, and evaluation programs were cited as requirements at the Federal level.

Geographical areas not covered by UAF's included:

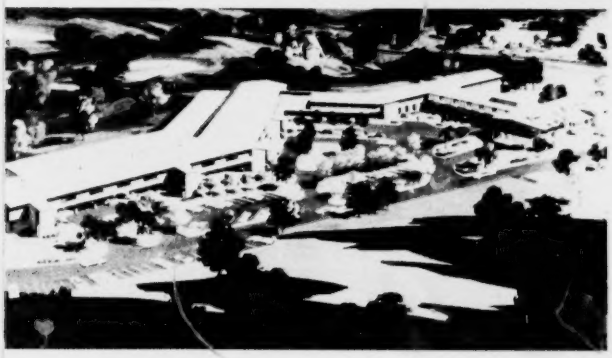
- Northern California and Nevada
- North Dakota, South Dakota and Nevada
- Nebraska and Iowa
- Oklahoma
- Arizona, New Mexico, Texas, and Louisiana
- Missouri and Arkansas
- Kentucky and West Virginia
- Pennsylvania
- New York
- Connecticut and Rhode Island

The five year goals cited in the report were for: (a) 2,750 resident trainees

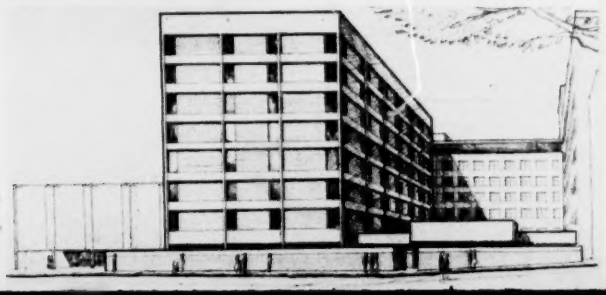


University of Tennessee
–Memphis, Tennessee

Athens Unit, Georgia
Retardation Center–
Andrew L. Shotick,
Ph.D., Director



Georgia Retardation
Center–Dekalb, Georgia



Georgetown University
Hospital–Washington,
D.C.

per year, and (b) 27,500 total long and short term trainees per year. The total projected operating cost for a five year period was $59 million. Projections were based on costs of salaried and hourly labor, costs of stipends and fellowships paid to trainees, operating expenses overhead, a building maintenance allowance, and a growth allowance for modifications or improvements. It was estimated that the actual need for Federal funds will range from $19.3 million in 1969 to $40.1 million in 1974.

Recommendations were submitted for Federal action and for UAF action.

Federal Action

Five year funding - Total $6.7 m.p.a. in addition to program support.

Establish "Regional" requirements for new UAF's (23 new UAF's estimated).

Increase trainee output incentive awards.

Establish one office to manage long-term grants.

Modify fiscal practices, i.e., fees.

Relax core staff requirements.

Establish format for annual report on staffing, trainees, cases, and budgets.

UAF Action

Institute joint planning for:

- Program Sharing
- Program Evaluation
- Standards
- Resource Sharing
- Data Sharing

Extend programs to areas of maximum stress.

Modify intake priorities.

Modify service priorities.

Delineate relationships of long-term/short-term trainees

COMMITTEE MEMBERS

Raymond R. Rembolt, M.D., Director of the University Hospital School, University of Iowa.

Dr. Rembolt received his medical degree from the University of Nebraska. He is a Fellow in the American Academy of Pediatrics and of the American Academy of Cerebral Palsy, and an Associate Member of the American Academy of Neurology. He is presently a full professor in both the Department of Pediatrics, College of Medicine, and in the College of Education.

He is a member of the Professional Advisory Council, National Easter Seal Society; Professional Services Program Committee of United Cerebral Palsy; and Past-President of the Iowa Society for Crippled Children and Adults.

Dill D. Beckman, LL.B., is a Commissioner, South Carolina Vocational Rehabilitation Department, Columbia, South Carolina.

Dr. Beckman was graduated from Presbyterian and Wofford Colleges and also has an honorary LL.D. from Presbyterian College. After a stint in education, he entered the rehabilitation field.

He is a member of the South Carolina Rehabilitation Association, the National Rehabilitation Counseling Association, the Council of State Administrators of Vocational Rehabilitation, Mid-Carolina Retarded Association and Advisory Council, the Easter Seal Society for Crippled Children and Adults of South Carolina, Inc., and a member and past-president of the National Rehabilitation Association. He is currently Chairman of the Governor's Committee on Employment of the Handicapped.

Margaret O. Murray (Mrs. Clark O., Sr.) of Shawnee Mission, Kansas.
Mrs. Murray attended Kansas City Junior College and has been active since in organizational and church work.
A member of the Board of Directors of the National United Cerebral Palsy Association since 1954, she is presently Secretary of the Board of Officers and Corporations. She is a member of the Board of Directors of the United Cerebral Palsy Association (UCPA) of Greater Kansas City, and a Past-President.
She represented UCPA on the National Health Council, and served as a Board member for the Crippled Children's Nursery School.

Virginia Gould (Mrs. R.B.) of Camarillo, California.
Mrs. Gould attended several universities, and holds a life teaching certificate from the State of Colorado. She was Director, Assistance League School for Child Development for nine years. She is a consultant on curriculum to the Hospital Improvement Project at Pacific State Hospital in Pomona, California.

Paul H. Pearson, M.D., M.P.H., C. Louis Meyer Professor of Child Health, University of Nebraska College of Medicine, Omaha, Nebraska.

Dr. Pearson is Director of the Meyer Children's Rehabilitation Institute. He has served in the USPHS as Special Assistant to the Surgeon General on child health aspects, Assistant Program Director of the Mental Retardation Program, NICHD, and Chief, Mental Retardation Branch, DCD.

Board certified in pediatrics, he is a graduate of Northwestern University School of Medicine, University of California School of Public Health. He is active on numerous committees at Federal, State, and local levels on mental retardation, handicapped children, cerebral palsy, day care, and cultural deprivation.

Clara F. Tubby, Epilepsy Society of Massachusetts, Boston.

Miss Tubby, a graduate of Syracuse University, is Public Information and Program Director for the State Epilepsy Society.